CHILD STUDY

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HEREDITY

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FEDERATION for CHILD STUDY
Child Study Association of America, Inc.

April 1925

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CHILD STUDY

Published By

The Federation for Child Study

THE CHILD STUDY ASSOCIATION OF AMERICA, Inc.

Vol. 2 APRIL 1925 No. 5

Heredity

The following letters were written by members of the Child Study Association in connection with their work in Dr. Bernard Glueck's class in Mental Hygiene, conducted at headquarters, 242 West 76th Street.

The letters are printed here as a contribution to the lay understanding of heredity in its relation to parental responsibility.

Letter addressed to the mother of two children who she fears have inherited certain unfortunate "family" traits. In her husband's ancestry have appeared mental peculiarities that approach the psychotic or "queer." The husband himself has had a psychoneurosis.

Dear Louise:

I WISH it were possible to talk with you instead of writing to answer your letter, which, I regret to see, was permeated with fear—the common parental attitude of "What will become of the children?"

You seem to feel that you in particular are facing an unusual condition and you put the question boldly, in saying, "What chance have my children, considering my own unstable nervous system and the condition of their father's sister who is spending her life in a sanitarium?" The very fact that you put the question, shows that you want to see a way clear.

You are quite right—one cannot dodge facts; but in order to see clearly, one must also realize that the conditions which you quote (ordinarily classed as hereditary influences) are only a part of the whole story.

Experiments and other researches of the past twenty-five years make it impossible for us to doubt that mental qualities are inherited as well as physical characters. This does not mean that a genius or two in the family pedigree assure more genius to follow. Nor does it mean that bad traits are marks of predestination. One thing is certain:

A child does not inherit a personality as a whole, or a physical make-up as a whole. The accepted theory of heredity assures us that the offspring is never an exact duplicate of either of its parents, nor of any other individual among his ancestors. He is a sort of mosaic (modified by training and environment), of hereditary factors transmitted through many generations. The transmission of these inherited factors is brought about by means of the nuclei of germinal cells. The nuclei divide into "chromosomes." The chromosomes are transmitted unchanged from parent to offspring; *but* of the number transmitted, *half* come from each parent.

In considering that a child inherits not only from his parents but from his entire ancestry it will be seen that the inheritance brings various specific and rather minute traits or capacities, and that these elementary details form countless combinations. As Professor Edwin Grant Conklin says, "Since each

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generation must start life anew from the germ cells, there is in every person a new distribution of hereditary factors or *genes*. Every person has a new hereditary deal, if not always a *square* deal."

Every combination of these genes or determiners of characters, is different from any that thas ever appeared before—that is, every individual has his own combination of possibilities and limitations, he is new and he is unique. The fourteen-year-old boy of a friend of mine, had his attention called to a certain undesirable trait of which some one said, "It runs in your family." The boy replied, properly enough, "Not everything that runs in a family runs to everyone in the family."

You have been thinking about the various skills and virtues, or their opposites, that make up the characters of adult persons. Such things are not inherited in entirety. The inherited *elements* out of which personal characteristics and traits are developed, are *tendencies* that are largely controlled by what we call the "environment."

The fear which you face in regard to your children is bound to be reflected in the environment you create; and if your assumption that your second child shows traces of nervous instability is correct, would not your very acceptance of this fact and your fear of it, aggravate the conditions? Get the advice of a physician first of all, in order to rule out any physical conditions which might be a factor in the child's nervous behavior. At the same time build up in yourself an attitude which will give the child a chance to develop according to his best endowments instead of his worst. It is just as unfair to hold before the child the evil possibilities that you fear, as it would be to expect him to achieve beyond his capacity. Even if Jack has the talents of your brother, he should not be expected to produce exactly the same results. Neither must you fear the results of certain other inherited elements. You have to recognize that every child is by nature, long in some things and short in others, and that we have to accept his limitations while making the most of his possibilities. Do not either expect him to be his genius uncle nor fear that he will develop in himself the inherited nervous instability of his unfortunate aunt. He will not be a reproduction of either, no matter how much you might wish for the one, or fear the other.

Give him the chance to live his life in the light of his best powers—and there are best powers, in spite of the heredities you speak of, provided they are not smothered by an environment saturated by fear on the one hand and parental personal ambitions on the other.

First of all, rid yourself of the pattern idea into which you want your child to fit; and secondly do not try to see grandmother, grandfather or uncle in the child, but just himself, a new and interesting individual. What we parents have to learn, is to study our children sympathetically and patiently, so that we may know as nearly as possible what kind of material we have to deal with and what sort of environment will develop the best possible results. Think of your problem then, dear friend, not as a misfortune, but rather as a challenge!

Yours as ever,

Hortense.

Dear Hortense:

I am indeed grateful to you for your letter, which has made me realize how foolish I am to regard only the dark side of the picture in considering my children's hereditary possibilities. I shall endeavor to follow your advice and fasten my attention upon the undoubtedly fine traits in so many members of both Harry's family and my own. Undoubtedly I could wish nothing better for my son than that he should display as fine a character as my own father. But even to this aspiration you affix a danger signal! I realize I shall need much help in finding the right path amid so many pitfalls.

Your remarks on the theory of heredity have interested me immensely but there are many points upon which I need enlightenment. Since we may not meet for some weeks, will you forgive me if I bombard you immediately with questions?

(1) I understand from your letter that the hereditary factors are carried by minute particles which you describe as chromosomes. I should like to know whether each parent supplies just half of the chromosomes *numerically*, or half of *each individual* chromosome? If the first is true, is it possible that some characters are not transmitted at all?

(2) Also please tell me what happens if in one individual there are present hereditary factors of an opposing nature? Suppose a child actually receives from the father's germ all the character of great physical height, and from his mother the factor of shortness? Will he be tall or short, or

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Child Study Groups

Minutes of a Meeting of Chapter 32

Topic: Heredity.
Sources: Gruenberg—Elementary Biology.
Guyer—Being Well Born.
Jennings—Suggestions of Modern Science Concerning Education.
The Biology of Children in Relation to Education.

The study of heredity and the many problems arising out of it must be built up on the scientific facts underlying it. Gregor Mendel, an Austrian monk (1822-84), working in his garden, noticed curious and seemingly inexplicable variations among the peas. There were tall and short plants, different kinds of seeds and color variety. By fixing his attention on a single pair of characters at a time, Mendel made some interesting discoveries. He found out that a pair of peas, one of which was tall and the other short, would have offspring that were all tall, but which had the characteristic of shortness in them, though it did not appear. This fact is called *dominance,* the idea being that where two characters of a pair meet in an individual, one of them masks or dominates over the other which is called *recessive.* The latter is not destroyed, as we shall see. In the second generation, the offspring are not all alike but are of various kinds, some of them like the one original ancestor—some like the other, and some a combination of both. Of course these variations result in the case of all of the various pairs of characters, which accounts for the many different kinds of plants which were produced in Mendel's garden.

The importance of Mendel's work lies in the fact that the basic laws which he arrived at in the study of his garden peas hold true, not only of other plants, but of animals and even of human beings. Moreover, and of supreme importance is the fact that not only are physical characters inherited in this accurately mathematical way, but mental tendencies are also inherited in this way. The carriers of heredity are in the nuclei of the germ cells, which are carried from generation to generation. So that the child inherits not only from his two parents, but from his entire ancestry and in view of the almost endless variety of combinations of these minute carriers of heredity, it seems impossible to predict, except in the most general way, just what a child's endowment will be.

In "Being Well Born," Professor Guyer casts aside the fruitless argument as to the relative importance of heredity and environment. Mentality is as truly inherited as the color of one's eyes, and no surroundings can impart to a man brains that he has not. On the other hand, training may often develop to its fullest a small talent, while a hampering environment might prevent even genius from coming into its own. In the study of heredity three methods are employed:—

1. The study of Embryology. 2. The Experimental Breeding of plants and animals. 3. The statistical treatment of a large number of parents and their offspring.

It has long been questioned whether disease contracted during one's life time is transmissible to posterity, and the consensus of scientific opinion seems to indicate that unless the *germ plasm* is affected, the condition is not inherited. Closely allied with this conclusion is the deduction that individual advancement is not transmissible either. Each individual must start life anew from the single cell stage.

Many of the popular superstitions regarding pre-natal influence are dealth with—all showing that though there may be changes due to environmental factors operating even before the birth of the child, that the heredity is unchangeable from the moment of conception.

Jennings, in his monograph entitled, "The Biology of Children in Relation to Education," emphasizes the impossibility of ever being able to foretell the combination of qualities of any two normal individuals. It should be the concern of parents and educators to develop each child as fully as possible along its own bent, rather than try to reduce them to any degree of uniformity.

"Democracy must be understood as the freedom of each individual to develop the peculiar capabilities that are in him."

Discussion

The material of the meeting naturally evoked much and varied discussion. It was stressed that though we have no power to determine what shall be the inherited endowment of a child, still the ultimate achievements of the child depend largely upon our developing of the endowment he has, whether it be generous or meager. The parents' job is of the utmost importance.

(*Continued on page* 9)

CHILD STUDY

published by

The Federation *for* Child Study

Child Study Association of America, Inc.

Headquarters 242 W. 76th St. — *Extension Office* 509 W. 121st St.

New York City

EDITORS

Alma L. Binzel, Sidonie Matsner Gruenberg, Marion M. Miller, Cécile Pilpel, Jane H. Posner, Lillian B. Symes

Cora Flusser, *Business Manager.*

Vol. 2 Subscription $1.00 a year No. 5

The growth and expansion of the Child Study Association bring with it new problems in organization method. From a local New York federation of a few child study groups, we have become a national association. The formation of a number of child study groups in various cities outside of New York has raised the question of district affiliation. At a meeting held recently with representatives of the Baltimore Association, where this problem first arose, a tentative plan of district organization was decided upon. The Baltimore plan may be applied to similar situations in other large cities. Baltimore members pay an annual membership fee of five dollars locally, which is distributed as follows:

(1) Three dollars go toward a fund to cover the expense of the individual chapter work.

(2) One dollar goes to District Headquarters, for general district expenses.

(3) One dollar goes to National Headquarters, as per capita tax.

Each chapter, in addition, affiliates with the National organization, paying $5 chapter dues and the aforesaid per capita tax of $1 for each enrolled member. This is a usual method of affiliation in organizations of a similar type.

A model national constitution, including a chapter constitution, will be drawn up, which will inform the district organizations as to what is expected of them as well as of the National body.

Letterheads of district organizations may be printed by them, bearing the names of the National President, Director, Secretary and National Advisory Board, as well as of the local officers and local Advisory Board.

It was suggested that a committee be appointed, with National representatives, to whom district organizations and groups may submit their program of lectures, so that there may be mutual cooperation in getting authoritative speakers and in avoiding speakers whom our organization may not be willing to sponsor.

District groups are urged to send representatives to the annual conferences in New York.

The Baltimore District

In telling of the progress of the Baltimore District of the Federation for Child Study, we feel as timorous as though we were recounting the feats of a precocious child. Precocious infants, we are told, so often disappoint their doting parents. We hope to prove ourselves an exceptional infant; to be, in spite of our precocity, a continuous joy and source of pride to our fostering mother in New York.

For the Baltimore District is still in its infancy and has been functioning for less than a year although the mother chapter, Chapter V, has been in existence for sixteen years. It was not, however, until last March that we endeavored to do extension work in Baltimore. There was at that time one other chapter in Baltimore, which was two years old.

We arranged parlor meetings by inviting groups of people to hear informal talks by older members of Chapter V; we arranged a mass meeting at which Mrs. Gruenberg of New York spoke; we sent speakers to the meetings of various women's organizations to acquaint them with our work with the gratifying result that we now have six active chapters with a membership of about one hundred and sixty. We have a central governing body which arranged three public lectures for all of our members during the winter. We have a bibliography committee which cooperates with the New York committee in reviewing books of interest to parents, teachers, and children with the object of compiling the selected lists sent out from time to time by the Federation.

The May number of Child Study *will be devoted to the rapidly growing literature for parental education. Existing material will be surveyed from the standpont of its soundness and from its usableness for various purposes. There will be a list which will serve as a practical guide because each book will represent a careful selection; a discriminating comment concerning each one will show the needs it will fill. The issue will be of unusual value for those engaged in education of self or of others in more intelligent and serviceable parenthood.*

Will You Help?—We Need New Members

Do you know that the Child Study Association uses over $30,000 yearly to support its various activities, in addition to the appropriation from the Laura Spelman Rockefeller Memorial? Do you know that our membership roll *at present* contributes only $5,000 of that amount?

In the past the deficit has been met partly by donations, partly by various entertainments. These activities have sapped the energies of our working staff and at the same time have offered only a variable and insecure revenue.

We must do better than that. Child Study must have a regular income. It is needed now. The demand for our educational service has grown to such an extent that there must be a definite source of income on which to base a yearly budget. The endowment from the Laura Spelman Rockefeller Memorial, specifically dedicated to extension activities, has enormously stimulated the always growing interest in our work. We are more than ever unable to keep pace with the increased demand for service without *funds, funds and still more funds.*

No organization can function one hundred per cent effectively on a shifting foundation. We must develop a solid source of income. We can only do it by an increased Child Study membership which will yearly yield the organization a dependable revenue. This will enable it to expand its influence and spread more and more widely the gospel of intelligent parenthood.

Of course *you* realize that you are not covering the whole ground for your own child when you consider his training alone. Your child's environment is made up largely of the boys and girls with whom he plays, with whom he comes in contact at school and elsewhere. Your child lives and will live in a world peopled by other people's children. Every time you influence some other mother, or some father, to support the idea of intelligent parenthood, you are indirectly helping your own child. So there is every reason to cooperate whole heartedly and help to make this movement grow.

Will You Help? You can help if you will. It is so simple. Let's begin at home. Of course father is concerned with the children's welfare. Does he know what Child Study is doing for you and for your children? Have you "sold" him the Child Study idea? If not, why not? If he is confident of the value of our work he surely won't refuse to help us. "Every father a member." Make yours one now. Here is the coupon. Fill it out, send it now, and help us to start our campaign with a 100% father membership.

"Every father a member."

Then we can begin upon our relatives, our neighbors, our friends.

Do You Know
that there is an urgent need for
NEW MEMBERS?

Do You Know
that we are organizing a drive
for
NEW MEMBERS?

Do You Know
that you can begin at home
and make
"EVERY FATHER A MEMBER?"
WILL YOU HELP?

CHILD STUDY ASSOCIATION
242 West 76th Street
New York City

I herewith { pledge..... / enclose ..... } annual membership dues.

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(Professional social workers and teachers, $2.00 or more).

Name .....Address .....

Date .....

Those joining now are entitled to full membership privileges up to April, 1926.

If you join the Association now, you will help establish Play Schools this Summer.

Heredity

(*Continued from page* 4)

of medium height? In other words, to bring the matter down to my own personal hopes and fears, if my children inherit equally the brilliant intellectual qualities of my father's stock, and the subnormal tendencies of their paternal grandfather, which is likely to predominate?

(3) Then again, you say that parents must be ready to accept their children for better or worse; but I want to know whether it is inevitable that all inherited traits develop. Am I not justified in hoping that this may depend upon circumstances, or as you would say, upon environment? You seem, however, to wish me not to try to develop my children according to my own desires; do you mean that I should not influence them at all? I should be very glad to hear more from you upon this point.

(4) Another question arises in my mind. Can parents, by improving themselves, improve the qualities their children will inherit? That is, if Harry and I were to eradicate certain undesirable traits in ourselves, would it make any difference to the hereditary possibilities of a third child if we should have one later? I am not clear why, if pre-natal conditions can affect the child in the womb, conditions earlier should not affect his inheritance.

These are some of my difficulties and doubts. I should apologize for a letter so full of interrogation marks, but your ready response proved how willing you were to help me. I shall therefore hope to hear from you shortly and to see you later for a personal talk.

Gratefully yours,

Louise.

Dear Louise:

It was gratifying to hear from you so promptly and to know that I have been in some part the means of stimulating your interest in the extremely important problems of heredity.

It is impossible, of course, to go into technical details in attempting to answer your questions by letter, but here is as brief a story as I can tell. Please understand that this is merely an outline and by no means a technical disquisition.

We know that germ cells, and more especially their nucleii, form the physical basis of heredity. Involved in sexual reproduction are two kinds of germ cells—the female or egg cell and the male or sperm cell respectively. Each of these cells has a nucleus; within the nucleus the chromosomes are developed.

In the case of the human animal, the number of chromosomes for each of these cells is 48.

The germ cells are called germinal protoplasm (living matter comprising the germ cell).

When a living organism is ready to reproduce its kind, its *germ cells* become active and usually undergo a period of multiplication, forming more germ cells, before finally passing through a process which is known as maturation, or maturing. This maturing process is marked by a growth in size of each individual cell.

The nucleus of each of these individual cells is made up of a network of microscopic granules. This network is called the chromatin-network. The chromatin-network also undergoes changes as the germ cell matures. Before the beginning of the process which will ultimately form the new individual, the mature egg cell must be penetrated by a mature sperm cell. Even though several of the sperm cells enter the egg, one only becomes functional. As soon as the spermatozoan (male cell) reaches the interior of the egg, its nucleus enlarges and becomes similar in appearance to the nucleus of the female cell.

The nucleii of the two cells grow and come into contact with each other. The chromatin-network within each nucleus masses together and forms twenty-four distinct chromosomes. The membrane surrounding each of the nucleii breaks down and therefore, since each nucleus contains twenty-four chromosomes, this fusion of the two nucleii restores the normal number of chromosomes. There are thus forty-eight chromosomes, twenty-four from the male parent and twenty-four from the female parent, lying close to each other within the egg or female cell. The egg is now fertilized and from now on is called the embryo.

For the sake of a clear understanding let us suppose that the contribution from the male parent is 24 blue chromosomes; from the female parent, 24 yellow chromosomes.

In the changes which follow fertilization these 48 chromosomes (24 blue and 24 yellow) split in two. You would now have 48 blue and 48 yellow chromosomes lying close together within the egg.

The one-celled embryo now constricts in the middle and finally divides into two cells, each cell

(*Continued on page* 10)

The Memorial Library

Dear Friend of Alice Ehrich:

The Alice Morgenthau Ehrich Memorial Library will be dedicated in May. Everyone who has had the good fortune to have known and worked with Alice Ehrich will wish to have some share in this Memorial as an outward expression of deep feeling and appreciation. The Memorial will serve the urgent need of the Child Study Association chapters and other research workers for a library of parental literature. Contributions of books and money have already been received. Much more is needed, however, and we therefore appeal to you to make your contributions of books, money or both as early as possible in order that the memorial exercises in May will have the added expression of the purpose which the Memorial is to serve.

Agnes Morgenthau Newborg

The following have already contributed:

Mrs. Helen G. Abelson, Miss Frieda Altschul, Mrs. Ernst Danziger, Miss Antoinette De Pinna, Mrs. Adelaide P. Ehrich, Mrs. Ida Ehrich, Mrs. Louis Ehrich, Mr. Jesse W. Ehrich, Mr. and Mrs. Albert J. Erdmann, Mrs. B. M. L. Ernst, Mrs. E. M. Fichandler, Mrs. Robert A. Flusser, Mr. and Mrs. Mortimer J. Fox, Mr. and Mrs. James Frank, Mrs. Julius Frank, Mrs. Clarence G. Galston, Mr. and Mrs. Howard S. Gans, Miss Marion Gans, Mrs. Dora Golby, Miss Dorothy Goldsmith, Mrs. Nellie Goldsmith, Mrs. Sidonie M. Gruenberg, Miss Louise Heidelberg, Mr. and Mrs. Bernard Heineman, Mrs. Alice Hesslein, Mrs. A. Bern Hirsh, Mr. Maxwell Hyde, Joint Legislative Committee, Mrs. Viola L. Jones, Mr. Jacob M. Loeb, Mrs. Ernst Kaufmann, Mrs. A. H. Kruskal, Judge Julian W. Mack, Mrs. Fannie Mayer, Mrs. Edward L. Meierhof, Miss Florence G. Merritt, Mr. and Mrs. G. L. Morgenthau, Mr. and Mrs. Henry Morgenthau, Mr. and Mrs. J. C. Morgenthau, Mr. Maximilian Morgenthau, Mr. M. L. Morgenthau, Mrs. M. L. Morgenthau, Mrs. Sidney Newborg, Mrs. Cecile Pilpel, Miss Clara Polak, Mr. and Mrs. C. A. Riegelman, Mrs. H. Ries, Mrs. L. J. Rosett, Miss Bianca Simon, Mr. and Mrs. Robert E. Simon, Mr. W. A. Simon, Mrs. Fred M. Stein, Mrs. Jos. B. Thorman, Mrs. Herbert D. Walter, Mrs. Helen F. Werner, Mrs. Maurice Wertheim.

A special volume has been donated by Mr. Mengo Morgenthau in which gifts to the Memorial Library of books or money will be recorded and incorporated as part of the Library.

(Make checks payable to the Memorial Library Fund, and send to the Child Study Association, 242 West 76th Street, New York City, before April 20th.)

Child Study by Radio

On ten Wednesday mornings at 11:35, beginning March 25th, a series of talks on Child Training, by Association speakers, will be broadcasted over the country from Station WEAF.

Thousands of mothers who are unable to attend chapter meetings and lectures will receive the message of parental education in their own homes. A similar experience in broadcasting child study talks last summer resulted in wide and varied response.

The following ten subjects have been chosen for this year's air program:

1. Introduction to the Study of Parental Education.
2. Baby's Day—Infancy and Its Discipline.
3. The Family Tree—Heredity.
4. What the Toddler Can Do—The Nursery Age.
5. Freedom and Discipline.
6. Learning by Doing—Habit.
7. Answering the Child's Questions—Sex Education.
8. The Early Teens—Pre-Adolescence.
9. Training for Wise Spending—The Use of Money.
10. After School Hours—Reading, the Movies, etc.

Child Study Groups

(*Continued from page* 5)

A case was cited of parents of marked nervous instability, who were making earnest attempts to overcome their difficulty. How would their efforts benefit their children? The point was made that although there is no way of predicting the degree of inherent nervous stability of the children and no way of altering it if it were known, still the children would doubtless benefit from the improved environment created by parents who understand their difficulties and try earnestly to minimize them by excluding from their environment situations which would bring forth undesirable responses. Can musical ability be inherited? Professor Seashore, who has done much research work in the psychology of musical talent, claims that the gift of music is inborn, but it is inborn along specific lines—as pitch, rhythm, etc., and can be measured early in life.

Should left-handedness be corrected? Scientists seem to think that in cases where the left-handedness is very pronounced it is less harmful to leave it alone than to force the child to use the right hand. When the child is old enough to be concerned with the social disadvantages of using the left hand exclusively, his cooperation may be secured in making such adaptations as are not too difficult.

One mother wished to know whether twins necessarily have the same heredity. Twins are of two different kinds—identical and dissimilar. Similar twins are those which result from the division of a single egg and sperm cell union. Such twins have like characters and are usually very similar both in looks and otherwise. Dissimilar twins result from two distinct conceptions which take place simultaneously. These may be, except for their age, as unlike as any other two children in the family.

Heredity

(*Continued from page* 8)

taking forty-eight chromosomes, twenty-four from the female and twenty-four from the male. During growth this process is repeated again and again, the embryo being composed of very many cells each carrying forty-eight chromosomes.

Does this make it clear to you that each new generation theoretically inherits one-half of the characteristics of each parent?

However, again you must keep in mind that each parent was also the inheritor of half of the characteristics of each of his or her parents. And so on back into the shadows of long ago. The important point is that contributions from both parents form the new organism and that the characteristics of these parents persist in the germ cells of this new organism. The heritage from each parent in itself is an ancestral heritage. Some of these ancestral contributions may be developed and some may remain latent. Development of any characteristic whatever depends in part upon environment.

Many of the *latent* items of inheritance find no realization in the individual development. Some of the peculiarities of the ancestor may be handed down from generation to generation, while other peculiarities of the same ancestor never find expression. Much, I repeat, depends upon environment, much upon training and much upon subtle forces that we have not yet fathomed. The items of inheritance may thus be looked upon broadly as *tendencies* to characteristics rather than as *actual* characteristics.

I have now come to your question regarding factors of an opposing nature, such as tallness inherited from one parent and shortness from another. Even at this stage you will be able to see that there may be three possibilities in such a case. The two factors of tallness and shortness may modify each other so that offspring of medium stature may be produced; or the resemblance may be altogether to one parent or altogether to another.

So much for inheritance. Now here is where environment has its effect. A child, even with an inherited "tall" strain, may not necessarily grow tall if he is not adequately nourished. In other words, the environment develops or retards the natural inheritance. In the case of mental traits, about which you ask specifically, I should say that generally the same law holds. Environment and training are powerful influences.

I now come to your last question, "Can parents by improving themselves improve the qualities which their children will inherit?"

The weight of probability is decidedly against any belief in the inheritance of acquired characteristics, physical or mental. Professor Edwin Grant Conklin says: *"Developed* characters, whether acquired or not, are never transmitted by heredity and the hereditary contribution of the germ is not changed by changes in such characters. . . . Environment may profoundly modify individual development, but it does not generally modify heredity." What you refer to as "improving yourself" naturally comes under the head of "environment." But of course an improvement in your own mental or physical health or in that of your husband, will undoubtedly affect your attitude towards life and towards each other. This will in turn greatly improve the environment of any future offspring and will help to overcome any ancestral inheritance which you may have feared in the past.

Please forgive the unconscionable length of this letter, but I have been interested in trying to interest you and hope I have succeeded.

Affectionately,

HORTENSE.

OBSERVATION IN THE FIELD

Conduct Inherited or Made?

Mother's only son had, like his classmates, to sell tickets for a school entertainment. A friendly youngster offered to show him the technique he had developed. It consisted of preliminary calls to announce the coming event and of the promise of a return with the tickets.

Saturday morning as son was leaving his mother asked to which homes he was going. To her amazement he named the very places to which his friend had taken him.

His mother's protest, "Oh, but those belong to your friend!" brought an immediate, "Aw shucks, but what are friends in business!"

This mother is truly troubled. She fears her son has inherited his father's ways. Has he?

Modern biology, psychology and sociology would agree in interpreting this behavior as non-inheritable process; emphasizing it as learned from the environment. The source may have been a chance remark by the father; or it may be that his conversation and his deeds had been shot through with the spirit that sacrifices not only friends, but also relatives to business success.

It's all of a piece with the "Public be damned" policy which has not been unknown in our larger enterprises.

The encouraging fact for the mother is that her son suffers from nothing that is heritable but rather from something that he has learned. In consequence her problem is one of re-educating her son to better standards and practices through remaking the environment without making the boy lose his admiration for his father.

A. L. B.

Types of Group Affiliation

Child Study Association of America, Inc.

Chapters—New York District

I Groups composed of parents, teachers, social workers and other members of the Child Study Association in New York and vicinity, each individual paying a minimum of $10 per year. Such groups are enrolled by numbers and are called Chapters of the Child Study Association of America. Each member receives a local membership ticket and is entitled to all lectures and conferences.

Chapters—National

II Groups of parents, teachers, social workers and others who desire to keep in close touch with the organization by means of exchange of ideas and materials (copies of minutes, papers, etc.), for the planning of work and for purposes of working out helpful literature. Such groups pay an annual group membership fee of $5 plus an *individual* per capita fee of $1 for each enrolled member of the group.* Each member receives the monthly publication, CHILD STUDY, and other material. CHILD STUDY is the connecting link.

Associated Groups

III Associated groups represent those who are doing child study work but are not an integral part of the Child Study Association, therefore are not given a chapter number and do not use the name of the organization. Such groups call upon the organization for advice regarding programs, course of study, etc. These groups pay a group membership fee of $5, but not the per capita $1 charge. The leader or president receives one copy of the monthly publication, CHILD STUDY. Other material that the group may need is paid for, often at a reduced rate.

In New York and vicinity many groups may wish to have leaders or speakers furnished by the organization, either occasionally or for every meeting. Such groups pay a minimum of $10 per meeting unless, under special conditions, this charge is reduced or omitted.

*The individual subscription membership is $2, but to members joining in groups it is $1.

A New Demonstration Group

With the cooperation of the Principal of P. S. 139, a new Demonstration Child Study Group has been formed recently in that school by the Director of Field Work.

It seemed well to establish several groups to be used by the Director in demonstrating to the students who are being trained to act as Advisers to Parents, the various methods by which groups of mothers may be guided in their child study activities. The project was explained to the Principal and an offer made to establish such a group with mothers whose children attend his school, if he cared for the privilege. He received the offer with great interest and enthusiasm.

The Director was invited to lay the plan before the Mothers' Meeting held in the Kindergarten, and definite arrangements were made for an organization meeting two weeks later. The kindergarten teachers were interested and most helpful in making these arrangements.

At the organization meeting thirty-six mothers, most of them negroes, indicated that they would join the group. They were asked to choose which of four methods they wished to follow.

They chose the lecture-discussion method and suggested the following topics:

"Interested in health"—"How to cure a child from selfishness"—"Like to know about little girl's appetite"—"How to make my baby behave without so much whipping"—"General upbringing of kids"—"Child getting such tempers"—"I'd like to know what is the right kind of recreation for children"—"She loves to be noticed, what is best to be done?"—"He is very bright at his lessons, and when he doesn't get them, he cries, gets hot and has to go to bed to sleep it off." From these and others it was agreed that a program should be built up and special talks given upon those subjects. One mother announced flatly, "My chillun are all right!" Surely there must be those who envy her.

One item of interest to all Federation members was revealed by a motherly soul who announced at the close of the meeting, "Oh yes, I know all about that Federation! I used to work for Mrs. —— and Mrs. —— and Mrs. ——. I used to clean the offices, too, and I used to read the books and papers they threw out." And now she wants to join a Child Study Group. Perhaps something other than books and papers was thrown out at the office!

Margaret J. Quilliard.

Publications of the Child Study Association of America, Inc.

Outlines of Child Study—
A Manual for Parents and Teachers
Published by the Macmillan Co., 1922.....$1.80
and postage

Sons and Daughters
by Sidonie M. Gruenberg.....$1.10
and postage

*Parents' Book List, 1922..... .25

*Supplement to Parents' Book List, 1923-1924.... .10

*Suggestions for a Parent's Book Shelf..... .05

*Supplements to Children's Book List, 1922, 1923, 1924 .....each .10

*A Selected List of Music Books for Children.. .05

Play School Manual, 1919..... .50

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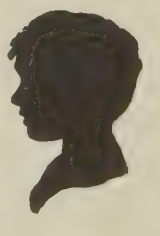

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FOURTEENTH SEASON

Book Reviews

The Challenge of Childhood. Dr. Ira S. Wile. Thomas Seltzer, 1925.

Dr. Wile has selected from the wealth of material which has come to him in the clinic and in his private practice fifty children around whose difficulties he has constructed a most interesting study in childhood maladjustment. The presentation is enlivened by the use of the actual case studies. The troubles of childhood are classified into four categories—Physical, Intellectual, Emotional and Social. In each division Dr. Wile presents in a concise and comprehensive way the rational interpretation of the child's difficulties in the light of the data which the examination of the child reveals. Although it is obviously difficult to classify any child's trouble as purely physical or purely emotional, Dr. Wile has been extremely skillful, both in the selection of his cases and in the narration of their problems. He has succeeded in combining adequacy of detail with brevity by the elimination of all extraneous material.

The book deals with a wide range of conditions, and in each case ameliorative procedure is outlined. Teachers, social case workers and lay persons with a fairly comprehensive mental hygiene education will find much stimulation in Dr. Wile's book, which is truly a challenge to all who work with children. M. M. M.

Everyday Psychology for Teachers. F. E. Bolton. Chas. Scribner's Sons, 1924.

Written for "young teachers who wish to get a right start in their profession by becoming acquainted with the principles of the subject," this book should certainly prove very helpful to such readers. The chapters on "Instinct," "Learning through Play," "Learning through Imitation," "Imagination in Learning" are perhaps among the best, and will undoubtedly prove a stimulus and an inspiration both to teachers and others. If occasionally, as in the sections on "fear" and "will," one feels that the psychological explanation is somewhat superficial, this is perhaps better than the opposite extreme of packing every sentence with half-explained psychoanalytic phrases.

The book is somewhat academic in character and contains nothing startlingly new in educational ideas. It has little to offer to the advocate of the extremely advanced type of education, but undoubtedly it should be of great value in helping the young, less experienced teacher to advance in the right direction, and to obtain an insight into the principles underlying modern educational methods. E. M. O.

The Home Maker. Dorothy Canfield Fisher. Harcourt, Brace & Co., 1924.

A story of family life with apparently a double aim. The first is to show that not in all cases is the wife and mother the true home-maker, and the second—and most interesting from the aspect of child-study—is to point out the overwhelming importance of understanding and sympathy in the lives of children of all ages.

In this instance, although the mother has given up her whole life and sacrificed all her aspirations for her family, she is too actively efficient and too unrelaxing in her attitude to have any kind of understanding of her children's inner lives. It is the father—unsuccessful in almost every other relation of life—who is the real comrade to his children and who is admitted to their confidence. An accident, which sets the mother free for a business life and keeps the father in the home, produces such happy results for all concerned that one almost regrets the remedy is not of more universal application.

(*Continued on page* 15)

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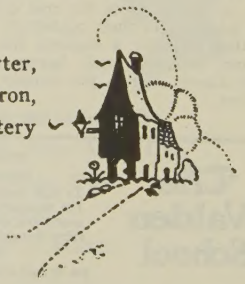

Book Reviews

(*Continued from page* 13)

It must be admitted, indeed, that the solution of the problem of who should be the home-maker of this particular family by no means solves the problem for other families, where likewise the mother is better fitted for business than for home life. The story shows, however, that mother-love, even combined with intelligence, is not always sufficient to make a good mother; and it will surely make most mothers conscious of many occasions when they failed to meet their children understandingly. E. M. O.

Books Received for Review

The Psychology of the Pre-School Child. Bird T. Baldwin and Lorle L. Stecher. Appleton. $2.75.

Early Childhood Education. Lalla H. Pickett, M. A., and Duralde Boren, B. S. World Book Co. $2.00.

Our Faith in Education. Henry Suzzallo, Ph. D. Lippincott. $1.25.

Mental Training for the Pre-School Age Child. Lillian J. Martin, Ph. D., and Clare de Gruchy. Harr Wagner, $1.50.

Suggested Readings
From Current Periodicals

Nursery Schools, by Abigail A. Eliot. Child Welfare Magazine, March, 1925.

Practical and helpful suggestions for organization based on scientific and high educational standards.

Making Over Human Behavior—Discipline in Child Training, by Joseph Jastrow, Ph. D. The Designer and The Woman's Magazine, April, 1925.

One of three articles of great help in child training.

Philosophy for the Lawless, by Irwin Edman. The Bookman, February, 1925.

Analyzing the search for a law not as a command, but as a guide to action.

Moulding Your Child's Character, by Arnold Gesell, Ph. D. The Delineator, April, 1925.

The processes on which to develop personality and mould character.

Public Education Dinner

Education yesterday and tomorrow was the theme of the dinner meeting of the Public Education Association, held Monday evening, March 9th, at the Town Hall Club. Mr. Howard Nudd, Director of the Association, told briefly of the past and present activities of the organization.

By way of introducing the topic and the speakers, Dr. William Heard Kilpatrick spoke of the changes continually going on in the field of education which he said were attributable to the changes in social conditions.

Mr. Eugene Randolph Smith spoke on the better adaptation of the school to the individual child. Dr. Ira S. Wile, the last speaker, expressed the view that our achievements in education have run far beyond our adaptations and that the first changes necessary must be made in training schools for teachers.

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